DOCUMENT RESUME

ED 307 076 RC 017 049

AUTHOR Peach, Larry E.; Reddick, Thomas L.
TITLE A Study To Determine Rural High School Students' Attitudes toward Family and School Relationships.
PUB DATE Feb 89
NOTE 26p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 24, 1989).
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160) -- Information Analyses (070)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Family (Sociological Unit); High Schools; High School Students; Public Schools; *Rural Youth; *Student Attitudes
IDENTIFIERS Appalachia; *Tennessee

ABSTRACT

Today's high school students encounter a diversity of complex issues affecting both their family and school relationships. It is necessary for parents, school personnel, and students to understand each other's perspectives. In recent years there has been a change in family patterns, societal expectations, and lifestyles. These changes have had a great impact on students and their personal adjustments and coping skills. Among the various concerns of high school students are home and family situations, personal problems, school related issues, and the effects of after school employment. A study was conducted to assess the attitudes of 450 students in 15 high schools in rural middle Tennessee concerning family life, parent relationships, individual social adjustment, and employment habits. An 18-item questionnaire to collect information about the students included the following: school absences; family structures; reasons for considering dropping out; reasons for considering running away from home; who is at home after school; communicating with parents; perceptions of parental discipline; contemplating suicide; parents working away from home; reasons for depression; drug and alcohol use and reasons for use; after-school employment; use of earnings; and the effect of working on grades. An item analysis of the questions is included. (ALL).

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED307076

A Study to Determine Rural High School Students' Attitudes Toward Family and School Relationships

The Eastern Educational Research Association
Annual Meeting in Savannah, Georgia
February 24, 1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

LARRY E. PEACH

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

by

Dr. Larry E. Peach
Associate Professor of Administration and Supervision
Tennessee Technological University
Cookeville, Tennessee 38505

and

Dr. Thomas L. Reddick
Professor of Administration and Supervision
Tennessee Technological University
Cookeville, Tennessee 38505

BEST COPY AVAILABLE

RC017049

Table of Contents

title 1

Introduction and Problem Statement 2

Purpose of the Study 2

Research Design 2

Related Literature 3

Analysis of the Data and Summary 14

Notes and Bibliography 22

A Study to Determine Rural High School Students' Attitudes Toward Family and School Relationships

A Study to Determine Rural High School Students' Attitudes Toward Family and School Relationships

Introduction and Problem Statement

Today's high school students encounter a diversity of complex issues which affect both family and school relationships. It is necessary for parents, school personnel and students to understand each others' perspectives and to develop support networks which may help in coping with these problems.

In recent years there has been a change in family patterns, societal expectations, and lifestyles. This has impacted on students and their personal adjustments and coping skills.

Among the various issues concerning high school students are home and family situations, personal problems and school related issues and the effects of after school employment. Students' opinions about these matters will provide insights for parents and educators in improving the effectiveness of communication techniques and problem resolution.

Purpose of Study

The purpose of the study was to assess the attitudes of rural high school students concerning selected issues affecting their family and school relationships. The issues involved in the research project included inquiry about family life, parent relationships, individual social adjustment and employment habits.

Research Design

A questionnaire was developed and administered to 450 stu-

dents in fifteen high schools in rural Middle Tennessee. Since the questionnaires were completed througn an on-site technique, all the questionnaires were collected. However, eleven were deleted because of incomplete responses. The data are presented on a questionnaire item basis.

Related Literature

Rapid change seems characteristic in the complex society in which most high school students live and function. This includes living patterns and social situations. Adjustment to changes in life stages is important to successful and effective relationships at school and in the family environment. Most teenagers adjust well and develop irto independent and mature individuals. However, others have a more difficult time in the the maturation process. A keen understanding of the perceptions of high school students provides an awareness which will help parents and school officials to be better prepared to guide and support students at home and in school activities.

A director of child and adolescent services at the Psychiatric Institute in Washington, D. C. stated that "today's children are increasingly thrust into independence and self-reliance before (most) have the skills and ability to cope. (1) This may be influenced somewhat by factors such as single parent homes, working parents, early exposure to drugs, explicit television, and other environmental conditions. A number of high school students get involved in complex life situations before they are mature enough to make experienced decisions. High school students in the 1980's are faced with problems that did

not significantly exist a few years ago. The support of school personnel and family members helps students cope in this difficult period of development.

An important aspect of the home-school-student triad is an effective communication system. Values and societal philosophy vary and sometimes change from generation to generation. Since differences in values exist, efforts should be made to determine attitudes and opinions in an attempt be establish mutually respectful positions and communication dialogue. There seems to be evidence of communication problems between some youth and their parents or other adults in authority roles. It is thought that this may be the genesis of several problems that high school students experience. In many instances students may not share the goals and values of their parents. Many believe that without meaningful direction and a strong value system young people tend to require guidance and added support. Perhaps this is the basis of many of the social problems contemporary adolescents are experiencing. (2)

The result of problems encountered by high school students are manifested in such overt ways as depression, drug and alcohol abuse, poor communication habits, problems in school and with family members, and other self-destructive behavior. It is important to realize the views held by young people so that improvements can be made in levels of understanding. Consequently, better understandings of perceptions held will provide a basis for addressing social problems and issues affecting high school students.

Recent statistics indicate that school age youth are in-

volved with drugs to a serious degree. A national study of drug usage among high school students reported that about two-thirds of all teenagers in the United States have used illicit drugs at least once during their high school experience. The most widely used drug was marijuana with fifty-five percent admitting to its use at least one time. Almost forty percent of the students used drugs other than marijuana. Among students responding, twenty-eight percent indicated that they had used stimulants, twelve percent had used tranquilizers, thirteen percent had used hallucinogens, nineteen percent had used inhalents, one percent had used heroin and sixteen percent had used cocaine. Ninety-five percent of the students surveyed reported that they had tried alcohol. The study indicated that one in five high school seniors smoke at least half a package of cigarettes daily. (3)

A recent Gallup Youth Survey found that drug abuse was believed to be the most serious problem faced by teenagers. Alcohol abuse was listed as the second problem of concern among students. (4) Also, students reported in a study by the National Institute on Drug Abuse that they believed that there was great risk in the regular use of illicit drugs. (5) In a Michigan study some ninety percent of the students participating stated that they had used alcohol and five percent drank alcohol regularly. Alarmingly, over half of those surveyed had begun to use alcohol before they entered high school. (6)

Realistically, drug abuse among teenagers is a national problem. The cause of the problem is not as easily identified. A study by Alfred S. Friedman and Yoav Santo queried parents

and students about the use of drugs by teenagers. The study indicated differences in attitudes toward drug use between the two groups. Parents believed that students used drugs "to get away from things", because "their friends use it", and because of "curiosity and desire to see for oneself what it is like". According to students, the primary reason for drug use was "to get high" and "have a good time". (7)

Illicit drug usage contributes to other social problems. Drug use and dropping out of school are associated. Substance abuse is one of the reasons given for dropping out of school. Students who use drugs and those who drop out of school exhibit many of the same behavior problems. Among these are delinquency, family problems, personal crises, health problems including pregnancy, financial needs, inadequate coping skills, poor self-image, and inadequate decision making skills. Both drug users and dropouts experience problems with school such as dissatisfaction, truancy and poor academic achievement. (8) The abuse of drugs has a variety of effects on an individual's ability to function normally. Drugs interfere with memory, sensations and perception. They can cause a loss of self-control and lead to antisocial behavior. Drugs interfere with the ability to understand information received and affect perception. (9) Students who use drugs are absent more than six times as often as non-users and are twice as likely to be dropouts. Drug use is also associated with crime and misconduct in school and in the community. For example, drug users are two-and-a-half times as likely to vandalize school property as those who do not abuse drugs. (10)

A related problem is the use of alcohol by high school students. Alcohol abuse among teenagers also leads to a variety of other problems. The earlier a person begins to drink alcohol the more likely the person may become an alcoholic. Also, young bodies are more susceptible to the effects of alcohol and are more likely to develop health problems. One of the major problems related to teenagers who use alcohol is that of drunk driving. Sixteen to twenty-four year-olds travel twenty percent of all miles traveled by drivers. However, this age-group are involved in forty-two percent of all fatal alcohol-related accidents. (11)

The lack of coping skills and social adjustments may contribute to drug and alcohol abuse. A key to preventing drug related problems may be to teach decision making skills to high school students. The Vermont Office of Alcohol and Drug Abuse suggest certain criteria that should enable a student to make more responsible decisions about the use of drugs and alcohol. First, a person must have accurate information on which to base decisions. Second, the person must develop the skill of responsible decision-making. Third, the student needs a strong self-concept in order to be more resistant to false information. Fourth, ways need to be found to turn negative peer pressure into positive peer influence. Fifth, community involvement and support. Sixth, there must be support and referral systems to help those in trouble before the problem worsens. (12)

To effectively combat the problem of teenage substance abuse will require cooperation among the school, the home and the community. Most educators are not adequately prepared to

recognize and manage students under the influence of drugs and alcohol. During the Reagan Administration, the US Department of Education made several recommendations for schools in dealing with substance abuse. It was suggested that a concerted effort be made to determine the severity of the problem, implement a technique of student monitoring, establish a substance abuse policy, provide counseling and treatment programs, establish drug prevention programs and provide training for educators and parents. (13)

Leadership in the US Department of Education recommended that parents teach acceptable standards of conduct and values, provide close supervision, be aware of sibling's friends and out of school activities and establish positive communication opportunities. Additionally, parents should be knowledgeable of the signs and effects of substance abuse. (14)

Community involvement is necessary for a workable drug prevention program. Community leadership and service agencies can provide financial support and expertise. Law enforcements units, the courts and health agencies are compliments to efforts to cope with substance abuse. Business and community organizations can lend invaluable support and help in drug-free activities for young people.

Substance abuse is only one aspect in the scope of problems facing high school students. Other related problems such as personal abuse delinquency, teenage employment, single-parent homes and similar issues have an affect on the lives of teenagers.

It has been reported that only one in five families is made up of a father as the breadwinner and a mother who is a house-

wife. (15) Data show that fifty-five percent of the children in the United States have two parents who both work outside the home and many live in one-parent homes in which that parent works outside the home. (16) This results in many adolescents spending considerable time at home alone. These young people are sometimes referred to as latchkey adolescents.

Many latchkey teenagers express a wish for more parental guidance and often express feelings of loneliness. (17) There are concerns for the youngster's safety. Latchkey young people are at greater risk of being victims of accidents and sexual attacks by siblings or adults outside the immediate family. (18) It is important that working parents plan time to spend with their children. In order to have a good relationship with children the parent must practice positive communication techniques. This may prevent many problems and give the child more emotional security. This is vital to a relationship with a teenager. Parents need to understand problems their children face and the fears they have in order to help them deal with the decisions that must be made every day. (19)

Neglect and abuse is a problem that affects a large segment of the adolescent population of this country. The extent of this problem is very difficult to determine. It is much more likely that abuse of young children will be reported because they are seen clearly as victims who are unable to protect themselves. Society tends to take a different view of adolescent abuse. People tend to accept more strict or abusive disciplining of adolescents. They often think that adolescents are more self-sufficient and able to protect themselves. In some cases these beliefs are true

but in many cases, adolescents are unable to protect themselves.

The American Humane Clearinghouse reported that twenty-seven percent of the reported cases of abuse involved adolescents between the ages of twelve and seventeen. Reports indicate that far more adolescents are neglected. (20) There are three general patterns of abuse of adolescents. These patterns include abuse or neglect beginning in childhood and continuing into adolescence, a pattern of physical punishment that becomes more severe during adolescence and the pattern of neglect or abuse emerging in adolescence, a pattern of physical punishment that becomes more severe during adolescence and the pattern of neglect or abuse emerging in adolescence. (21)

The signs of adolescent abuse are sometimes difficult to observe because the adolescent is better able to take care of personal needs or hide the evidence that these needs are not being met. The role of the parent in normal adolescent development is just as important as in early childhood. Adjustments must be made in the patterns of parenting to meet the changing needs of the adolescent. (22) Bill Gregory, Director of the Excelsior Youth Center in Denver, Colorado states, "The unhappiest kids in the world are those with the least parental supervision." (23)

Some of the physical signs of abuse which are common in cases of abuse of young children may not be present in abused adolescents. In many cases of adolescent abuse, behavior changes may be the only clue. The abused adolescent may exhibit exaggerated response to being touched. The student may push encounters with others beyond normal limits or exhibit extremes

in behavior, either aggressiveness or withdrawal. The abused adolescents may indicate that they are frightened of parents, other abusive adults and report injury caused by parents. (24) Of course, signs of actual abuse are unexplained bruises, fractures, and unexplained abrasions.

An adolescent who is neglected is one who is not being provided with the basic needs such as clothing, shelter, medical care and supervision. The signs of neglect will usually be chronic because it is a situation that is continuous. Indicators of neglect include unattended medical needs, lack of supervision or a child being sent away from home against his wishes. Truancy, dropping out of school, acts of vandalism or theft or alcohol and drug abuse may also be indicators of neglect. (25)

Sexual abuse is an interaction between an adolescent and another in which the youth is being used for the purpose of sexual stimulation or gratification. Indicators of sexual abuse include the presence of venereal disease, poor peer relationships, sexually provocative actions or dress, delinquent acts or running away from home, withdrawal, or the youth may actually state that he or she is being sexually assaulted. (26)

Emotional abuse is a serious problem for many children and adolescents. Emotional abuse is at least as harmful as physical abuse. Psychologists believe that emotionally abused children show a greater decline in mental and physical ability than physically abused children. They also suffer a greater loss of self esteem. The abusive parents are usually maladjusted people who did not receive adequate love from their parents. They are unable or unwilling to give their child the usual emotional

rewards for accomplishments. Ambitious parents sometimes use this form of abuse when a child falls short of their irrational expectations of perfection. The best method of treatment for emotional abuse is therapy for the entire family. (27)

Although emotionally abused children are difficult to identify, there are some indicators. They include a poor ability to relate to adults, poor peer relationships, depression, withdrawal, self-mutilation, anorexia and suicidal gestures or attempts. (28)

The effects of abuse are manifest in a variety of ways. The way an adolescent will react is affected by the situation and personality of those involved. Often an adolescent is labeled or punished for disruptive behavior with no consideration for the reasons behind that behavior. Many adolescents who drop out of school or run away from home do so because of abuse. Some teenagers who are labeled as runaways have actually been pushed out by their parents. Physical and emotional abuse may lead teenagers into drug and alcohol abuse or a variety of other delinquent behavior such as theft or prostitution. Pregnancy is often an outcome of sexual abuse. In some cases, aggressive physical assaults, homicide or suicide by teenagers is the result of parental abuse. (29)

The National Network of Runaway and Youth Services in Washington, D.C., estimates that the number of runaways each year in this country is about two million. (30) There is about an equal number of boys and girls who run away. (31)

Juvenile delinquency is another adolescent social problem that can often be related to child abuse or neglect. Certain

types of family environments are much more likely to produce children who turn to violence. Families with problems such as alcoholism, drug abuse, mental or emotional problems, criminal records and economic depression are more likely to produce children who become juvenile delinquents and criminals. Children who grow up in a family where they are abused believe that violence is a normal way of dealing with problems. (32) The research shows that the vast majority of juvenile delinquents are male and usually have experienced trouble learning in school. They have low self-esteem and show signs of severe emotional disturbances. Most spend a great deal of time with a peer group that is involved in alcohol and drug use. (33)

School officials are very outspoken about the efforts of students working. Statistics show that a majority of high school students have jobs and many of them work more than thirty-five hours a week. While some students who work are saving money for college or helping their families, the majority are buying cars, clothes and other luxuries that they could not otherwise purchase. Because of their jobs, students are not participating in school activities and their grades are affected. They have less time for or interest in school work and many even drop out before they complete high school. Educators feel that parents should put limits on the amount of time their children can spend on a job and reinforce the value of a good education. (34)

There are symptoms of depression that serve as warning signals to parents or other adults that an adolescent might have suicidal tendencies. These symptoms include a change in appetite, sleep disturbances, loss of energy, restlessness, self-reproach

or inappropriate guilt. A depressed adolescent may also experience a diminished ability to concentrate or become overly agressive. Any talk of death or suicide should be taken seriously. Depressed adolescents feel sad, hopeless, irritable and lose interest in their usual activities. The best way to prevent suicide is to observe a teenager's behavior and be aware of changes. There should be an open line of communication between adolescents and parents so the adolescent can express feelings and know someone is interested and takes identified problems seriously. (35)

School personnel and parents should be aware of the symptoms of depression and be aware of changes in student behavior. The teacher often spends more time with a child than the parents. A concerned teacher may be the only adult with whom an adolescent can talk. Often the adolescent's problem is rooted in a negative family situation. In such cases the student is unable to discuss problems and feelings with parents.

Analysis of the Data and Summary

The data are presented by using an item-by-item reporting procedure. A brief comprehensive summary follows the questionnaire.

1. Number of days absent from school this year:
   Note: Data represents first semester of school year 1988-89.

	None		1-5		6-10		11-15		More than 15		Totals	
	No/Pct		No/Pct		No/Pct		No/Pct		No/Pct		No/Pct	
Boys	82	41	88	44	18	09	5	02	9	04	202	100
Girls	70	30	96	41	27	11	24	10	20	08	237	100

2. I live in a family with:

	Boys No/Pct		Girls No/Pct	
Mother and Father	111	55	131	55
Mother and Step-father	20	10	47	20
Father and Step-mother	22	11	11	05
Mother only	34	17	27	11
Father only	11	05	17	07
Live alone	4	02	4	02
Totals	202	100	237	99

3. Have you ever thought about dropping out of school?

	Often No/Pct		Sometimes No/Pct		Never No/Pct		Totals No/Pct	
Boys	40	20	71	35	91	45	202	100
Girls	28	12	54	23	155	65	237	100

4. Why did you consider dropping out of school?

	Boys No/Pct		Girls No/Pct	
Need to Work	13	12	8	10
Poor Grades	37	33	23	28
Problems at School	24	22	27	33
Problems at Home	34	31	23	28
None of Above	3	3	1	1
Totals	111	101	82	100

5. Have you ever thought about running away from your home?

	Boys No/Pct		Girls No/Pct	
Often	43	21	45	19
Sometimes	92	46	88	37
Never	67	33	104	44
Totals	202	100	237	100

6. Why do you think teenagers run away from home?

	Boys No/Pct		Girls No/Pct	
Problems with Parents	121	60	172	60
Problems at School	15	07	6	02
Problems with Friends	12	06	40	17
Desire to be Independent	54	27	49	21
Totals	202	100	237	100

7. After school is:

	Boys No/Pct		Girls No/Pct	
a parent at home	78	39	98	41
an adult other than a parent at home	9	04	12	05
a sibling at home	23	11	29	12
only you at home	92	46	98	41
Totals	202	100	237	99

8. Are you able to communicate with your parents about problems or feelings?

	Boys No/Pct		Girls No/Pct	
Usually	83	41	91	38
Sometimes	94	47	103	43
Never	25	12	43	18
Totals	202	100	237	99

9. Are your parents too strict?

	Boys No/Pct		Girls No/Pct	
Usually	28	14	32	14
Sometimes	98	48	126	53
Never	76	38	79	33
Totals	202	100	237	100

10. Have you ever seriously considered suicide?

	Boys No/Pct		Girls No/Pct	
Often	63	31	68	29
Several Times	17	08	21	09
Never	122	60	148	62
Totals	202	99	237	100

11. Do both parents work away from home?

	Yes No/Pct		No No/Pct		Totals No/Pct	
Boys	148	73	54	27	202	100
Girls	151	64	86	36	237	100

12. Do you become depressed about:

	Boys No/Pct		Girls No/Pct	
Grades	72	36	83	35
Dating/Sexual Relationships	31	15	52	22
Money	45	22	48	20
Friends	54	27	54	23
Totals	202	100	237	100

13. Have you used "drugs"?

	Boys No/Pct		Girls No/Pct	
Often	41	20	53	22
Sometimes	79	39	81	34
Never	82	41	103	43
Totals	202	100	237	99

14. Have you used alcohol:

	Boys No/Pct		Girls No/Pct	
Often	141	70	50	21
Sometimes	42	21	154	65
Never	19	09	33	14
Totals	202	100	237	100

15. Why do you use alcohol or drugs?

	Boys No/Pct	Girls No/Pct

To Escape	30	15	33	14
Peer Pressure	65	32	78	33
To Experiment	28	14	31	13
To Get High	42	21	46	19
For Good Time	37	18	49	21
Totals	202	100	237	100

16. Do you have after-school employment?

	Yes No/Pct		No No/Pct		Totals No/Pct	
Boys	127	63	75	37	202	100
Girls	135	57	102	43	237	100

17. How do you spend the money earned from your job?

	Boys No/Pct		Girls No/Pct	
Car Payment	44	35	46	34
Clothing and Necessities	39	31	43	32
Help Family	16	13	14	10
College or Future Plans	8	06	11	08
Entertainment	20	16	21	16
Totals	127	101	135	100

18. Since you began your employment, have your grades in school:

	Boys No/Pct		Girls No/Pct	
Improved	16	13	16	12

Declined	67	53	63	47
Totals	127	101	135	100

Some 55 percent of the boys and girls responded that they live in a family situation which included both mother and father. It is noteworthy that 21 percent of the boys and 25 percent of the girls live in a step-parent family. Also, 18 percent of the girls and 22 percent of the boys were in single parent homes. Only two percent of either group reported living alone.

When asked about their thoughts concerning premature exit from school some 55 percent of boys and 35 percent of girls indicated that consideration had been given to dropping out. Some 65 percent of girls and 45 percent of boys marked "never" in response to this inquiry. It was interesting to note that the reasons given for seriously thinking about dropping out of school were, in descending order for boys: poor grades, problems at home, problems at school, and need to work. For girls: problems at school, problems at home and poor grades (tie), and need to work.

The respondents were asked why they thought teenagers run away from home. Both the boys and girls listed problems with parents (60 percent in each case) as the primary reason for this action. A majority of the high school students in this study (boys 67% and girls 56%) stated that they had thought about running away from home.

Interestingly, the data show that most boys are at home alone after school, while the same number of girls indicated being at home alone as those having a parent at home.

home alone as those having a parent at home.

There was some indications that no significant communication problems exist between parents and their children. However, the students did say that parents were too strict.

Most of the high school students stated that they have never seriously considered committing suicide. Alarmingly, 39 percent of the boys and 38 percent of the girls had given some consideration to this tragic action.

Events that caused depression among the respondents were: (boys) grades - 36%, friends - 27%, money -22%, dating relationships - 22%, and money - 20%.

Over half of the students admitted to having used drugs and alcohol. The reasons given included: peer pressure, to get high, have a good time, and escape.

A majority (boys - 63% and girls - 57%) of the members of the two groups engage in after school employment. The reasons for working were reported to be: car payments, clothing and necessities, entertainment, and to help the family. Indications are that grades declined for those students having after school employment.

The data of this study have shown the importance of understanding students' attitudes in their family and school relationships. This is vital for personal development, coping with their current life stages, and improving the quality of their future lives.

Notes and Bibliography

1 Brophy, Beth and Maureen Walsh, "Children Under Stress," U.S. News and World Report, 27 October 1986, p. 58.

2 Csikszemtmihalyi, Mihaly, and Jane McCormack, The Influence of Teachers," Phi Delta Kappan, February, 1986, p. 416.

3 Select Committee on Narcotics Abuse and Control, Drugs and Droupouts, (Washington, D.C., G.P.O.: 1986), p. 5.

4 Ibid., p. 14.

5 National School Safety Center, Drug Traffic and Abuse in Schools: NSSC Resource Paper (Sacramento, California: 1986), p. 5.

6 Select Committee on Narcotics Abuse and Control, p. 5.

7 National School Safety Center, p. 6.

8 Select Committee on Narcotics Abuse and Control, p. 14.

9 Bennett, William J., U.S. Department of Education, What Works: Schools Without Drugs," (Washington, D.C. G.P.O.: 1986), p. 5.

10 Ibid., p. 10.

11 National School Safety Center, p. 10.

12 Select Committee on Narcotics Abuse and Control, p. 13.

13 Ratcliff, Ann, "The Nightmare Ends," Tennessee Teacher, April 1985, p. 19.

14 Bennett, p. 13.

15 Brophy, p. 59.

16 Grollman, Earl A., Cerri L. Sweder, "Tips for Working Parents - From Kids," Reader's Digest, February, 1986, p. 107.

17 Enos, Sondra F. "Latchkey Kids", Ladies Home Journal, September, 1986, p. 68.

18 Reynolds, Ruth C., and Earl J. Ogletree, Latchkey Programs: A Research Review, (ERIC, ED 267 900), p. 20.

19 Grollman, p. 108.

20 Fisher, Bruce, et al., Adolescent Abuse and Neglect: Intervention Strategies, (U.S. Department of Health and Human Services, Washington, D.C.: 1980), p. 4.

21 Ibid., p 5.

22 Ibid., p. 7.

23 Griffin, Mary, and Carol Felsenthal, A Cry for Help, (Garden City, N.Y., Doubleday and Co., Inc.: 1983), p. 139.

24 Fisher, p. 13.

25 Ibid., p. 14.

26. Ibid., p. 15.

27 Jacoby, Susan, "Emotional Child Abuse: the Invisible Plague," Reader's Digest, February, 1985, p. 88.

28 Fisher, p. 16.

29 Ibid., p. 17.

30 Harakas, Margo, "A Child of the Street," Palm Beach Post, 7 June 1981, p. C1.

31 Rader, Dotson, "Who Will Help the Children," Parade, 5 September 1982, p. 5.

32 Wulkan, Donna, "Junior is Heading for Jail," Update on Law Related Education, American Bar Association (Chicago, Ill.: 1984), p. 41.

33 Coplon, Jeff, "Young, Bad and Dangerous," Ladies Home Journal, August, 1986, p. 166.

34 Shaw, Kathy, "Are We Getting Sleepy," Miami Herald, 30 May 1984, p. B1.

35 Griffin, p. 275.